Welcome Plenary
Matthew Kaplan, Executive Director, Center for Research on Learning and Teaching (CRLT)
Tabbye M. Chavous, Associate Dean for Academic Programs and Initiatives, Rackham Graduate School
Theresa Braunschner, Assistant Director and Co-Coordinator for Diversity Initiatives, CRLT

Concurrent 1
Underrepresented in Our Fields: Strategies for Faculty Success *
Tershia Pinder-Grover, Assistant Director and Co-Coordinator of Diversity Initiatives, CRLT
Denise Sekaquaptewa, Associate Director, ADVANCE, U-M
Alison Williams, Associate Provost for Diversity and Intercultural Education, Denison University

This panel discusses challenges and opportunities for faculty who are members of groups underrepresented in their disciplines. How have faculty whose social identities mean they are one of just a few in their field succeeded in establishing supportive collegial networks and mentoring connections, managing relationships with students, and navigating departmental politics in relation to social identities? Faculty members from a range of disciplines and institutions will share their insights, and ample time will be provided for Q&A.

The Tenure-Track Process
Vicki Baker, Associate Professor of Economics, Albion College
Deborah Goldberg, Professor of Ecology and Evolutionary Biology, U-M

Are you curious what exactly is in a tenure file, how it’s assembled and reviewed, and how a new tenure-track faculty member can set a course for success? In this session, senior faculty members will provide an overview of the tenure process as well strategies for navigating the tenure track successfully. The session will also more generally address the responsibilities of junior faculty, attending to the differences in culture and expectations at different types of colleges and universities.

Strategies, Tools, and Resources for Productivity
Rachel Niemer, Assistant Director, CRLT

This workshop is based on research on productivity, willpower, and faculty success. This research identifies multiple behaviors that can increase an individual’s academic productivity and, therefore, improve one’s chances for success in academia. Participants will be introduced to a set of tools that can facilitate adoption of these behaviors and strategize about ways they can adapt these practices to their own graduate student, postdoc, and faculty careers. This session will be offered again in Concurrent 3.

Writing CVs and Cover Letters for Academic Positions:
Social Sciences and Humanities
Amy Homkes-Hayes, Manager of Career Development Programs and Lecturer in University Courses, U-M
Catherine Fobes, Chair and Professor of Sociology, and Women’s and Gender Studies, Alma College

An experienced career coach and a faculty member will offer strategies for drafting, revising, and editing job application materials for faculty positions. This is a hands-on workshop during which students will make progress on CV and cover letters, which can be refined further in consultation with their home departments. This session is designed for students in social sciences and humanities, but anyone is welcome to participate. A similar session focused on STEM fields will be offered during Concurrent 2.

*These sessions would be especially well-suited for students exploring the possibility of a career in academe—i.e., those who are considering whether to pursue faculty positions. Other sessions are primarily designed for an audience of students who are currently or will soon be actively pursuing faculty jobs.
Developing Your Teaching Philosophy: All Fields *

Meg Bakewell, Assistant Director, CRLT

Many academic employers require a teaching philosophy statement as part of the application process. In this interactive session, we will discuss research on hiring committees’ use of teaching philosophy statements, examine sample philosophies, and work through activities designed to help participants start writing or effectively revise their own statement. This session will be offered again in Concurrent 2.

Interviewing for Academic Positions: Science, Technology, Engineering, and Math Fields

Paula Wishart, Academic Program Officer for Professional Development, Rackham Graduate School
Victor DiRita, Chair of Department of Microbiology and Molecular Genetics, and Rudolph Hugh Endowed Chair in Microbial Pathogenesis, Michigan State University

Sharpen your interview skills through this hands-on interview training session. Participants will engage in structured practice sessions using guided review sheets, and leave this session with more polished interview skills. An experienced career coach and faculty members will provide guidance and interview tactics between each practice session to help guide the process. This session is designed to be productive, fun and informative. This session is pitched specifically for students in STEM fields, but anyone is welcome to participate. A similar session focused on arts, humanities, and social sciences will be offered in Concurrent 2.

Resources and Refreshments

Join faculty panelists for conversation and refreshments in the League Ballroom. Conference participants can use this time to talk more informally with visiting faculty and continue session conversations in an unstructured setting. Snacks will be provided throughout the afternoon.

Concurrent 2

Faculty Success Off the Tenure Track *

Emma Flores-Scott, Academic Program Officer for Academic Initiatives, Rackham Graduate School
Gina Brandalino, Sweetland Center for Writing and Lecturer of English Language and Literature, U-M
Cheryl Leech, Instructor of Mathematics, Allegheny College
Jeremy Proulx, Lecturer of Philosophy, Eastern Michigan University

According to the AAUP, "non-tenure-track positions of all types now account for 76 percent of all instructional staff appointments in American higher education." What kinds of work do faculty do in such roles? What are some of the benefits and challenges of pursuing a faculty career off the tenure track? In this session, participants will hear from panelists in a range of fields who have thrived in many different kinds of faculty positions.

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Meg Bakewell, Assistant Director, CRLT

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Developing Your Teaching Philosophy:  
*Humanities and Social Sciences*  
*Victoria Genetin, Instructional Consultant - Diversity and Inclusivity, CRLT*  
*Gina Hedberg, Instructional Consultant, CRLT*

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Writing CVs and Cover Letters for Academic Positions:  
*Science, Technology, Engineering, and Math Fields*  
*Paula Wishart, Academic Program Officer for Professional Development, Rackham Graduate School*  
*Mary O’Riordan, Associate Professor of Microbiology and Immunology, U-M*  
*Brian Zikmund-Fisher, Associate Professor of Health Behavior and Health Education, and*  
*Research Associate Professor of Internal Medicine, U-M*

An experienced career coach and a faculty member will offer strategies for drafting, revising, and editing job application materials for faculty positions. This is a hands-on workshop during which students will make progress on CV and cover letters, which can be refined further in consultation with their home departments. This session is designed for students in STEM fields, but anyone is welcome to participate. *A similar session focused on humanities and social sciences will be offered during Concurrent 1.*

Interviewing for Academic Positions:  
*Arts, Humanities, and Social Sciences*  
*Amy Homkes-Hayes, Manager of Career Development Programs and Lecturer in University Courses, U-M*  
*Lanny Potts, Professor and Chair of Theater Arts, Kalamazoo College*

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Resources and Refreshments

**Concurrent 3**  
3:35 - 4:30 p.m.  
Room D

**Preparing for the Unexpected Job**  
*Theresa Braunschneider, Assistant Director and Co-Coordinator of Diversity Initiatives, CRLT*  
*Mary-Catherine Harrison, Associate Professor of English and Director of the Academic Exploration Program, University of Detroit Mercy*  
*Mejdulene Shomali, Postdoctoral Fellow in Gender and Women’s Studies, University of Maryland Baltimore County*  
*David Trubatch, Associate Professor of Mathematical Sciences, Montclair State University*  
*Stacey Vargas, Professor of Physics and Astronomy, Virginia Military Institute*

The faculty members on this panel didn’t expect as graduate students that they would find fulfilling faculty careers at the sorts of institutions where they are now working. Panelists will discuss benefits of academic positions at non-R1 institutions, strategies for approaching a job search to maximize the range of institutions where you might successfully obtain a faculty post, approaches to navigating conversations with faculty mentors about career goals that might not match their expectations, and strategies for transitioning to an unfamiliar institutional context.

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Many graduate students have an idea that something called “service” is a key component of faculty life, but what exactly it entails, how much time it takes up, and how it fits into a faculty member’s overall job performance can remain a mystery. This panel brings together a diverse group of faculty members from different institution types who will discuss how service is defined in their departments, how it affects their day to day life with their colleagues, and how they navigate the sometimes challenging balance between research, teaching, and service—from job application through tenure file.

**The Role of Service in Faculty Life**  
*Victoria Genetin, Instructional Consultant - Diversity and Inclusivity, CRLT*  
*Alejandro Herrero-Olaizola, Professor of Spanish and Latin American Studies, U-M*  
*Heather Neff, English Language and Literature, Eastern Michigan University*  
*Lanny Potts, Professor and Chair of Theater Arts, Kalamazoo College*

You’ve had a successful first interview for a faculty position—what happens next? This session will provide an overview of the academic hiring process, highlighting strategies for success at each stage. Faculty experienced in hiring and mentoring will discuss processes by which job candidates advance from initial interviews to campus visits to negotiation. Ample time will be provided for participants to ask questions about the hiring process. This session will focus on the hiring process in STEM fields.

**From Interview to Job: The Hiring Process in Science, Technology, Engineering, and Math Fields**  
*Gina Hedberg, Instructional Consultant, CRLT*  
*Anne Casper, Associate Professor of Biology, Eastern Michigan University*  
*Noel Perkins, Professor of Mechanical Engineering and Associate Chair for Facilities and Planning, U-M*  
*Diane Peters, Assistant Professor, Mechanical Engineering, Kettering University*

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**From Interview to Job: The Hiring Process in Humanities and Social Sciences**  
*Deborah Meizlish, Senior Assistant Director, CRLT*  
*Vicki Baker, Associate Professor of Economics, Albion College*  
*Johannes von Moltke, Professor and Chair of Germanic Languages and Cultures, and Professor of Screen Arts and Cultures, U-M*

You've had a successful first interview for a faculty position—what happens next? This session will provide an overview of the academic hiring process, highlighting strategies for success at each stage. Faculty experienced in hiring and mentoring will discuss processes by which job candidates advance from initial interviews to campus visits to negotiation. Ample time will be provided for participants to ask questions about the hiring process. This session will focus on the hiring process in humanities and social science fields.

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In order to "hit the ground running" at a new institution, faculty members need to make savvy choices about their research agendas. This session features a panel of faculty members discussing how to start and maintain a successful career as a teacher-scholar. Topics include: transitioning to new projects after the dissertation, pursuing funding and collaboration opportunities, and balancing multiple demands.

**What's It Like to Teach at a Community College?**

*Emma Flores-Scott, Academic Program Officer for Academic Initiatives, Rackham Graduate School*
*Michele Dunnum, Professor of English and Coordinator of Developmental English, Mott Community College*
*James Egan, Mathematics Department Chair and Interim Dean of Mathematics and Natural Sciences, Washtenaw Community College*
*C. Jeffrey Dykhuisen, Professor of Psychology and Chair of Global Peace Studies, Delta College*

About a third of full-time and two-thirds of part-time faculty teach at community colleges. What's it like to teach at a two-year institution? This panel features community college faculty who will discuss their work portfolios and career experiences. Time will be provided for the audience to ask questions.

**Building Communities of Support Toward a Successful Academic Job Search**

*Paula Wishart, Academic Program Officer for Professional Development, Rackham Graduate School*
*Larry Rowley, Adjunct Assistant Professor of Afroamerican and African Studies, U-M*

Searching for academic jobs is an intellectually demanding and highly competitive process. Proactively and intentionally developing professional relationships can maximize your opportunities to stand out as a job candidate. In this session, we will discuss specific strategies for fostering professional relationships that will lead to greater success in your academic job search and beyond. Resources that Rackham provides to support graduate students in this process will also be discussed.

**Designing an Effective Teaching Demonstration**

*Mary Wright, Assessment Director, CRLT*
*Catherine Fobes, Chair and Professor of Sociology, and Women's and Gender Studies, Alma College*
*Mary-Catherine Harrison, Associate Professor of English and Director of the Academic Exploration Program, University of Detroit Mercy*

Many academic institutions, particularly comprehensive universities and liberal arts colleges, require candidates for faculty jobs to give demonstrations of their teaching during their campus visit. This session will overview the types of teaching demonstrations institutions commonly ask for, and experienced faculty will discuss strategies to prepare and present an effective teaching demonstration.

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Starting and Running Your Faculty Research Lab

Ronit Greenberg, Instructional Consultant, CRLT
Jonathan Brennan, Assistant Professor of Linguistics and Adjunct Assistant Professor of Psychology, U-M
Laura Lowe Furge, Professor of Chemistry, Kalamazoo College

In order to “hit the ground running” at a new institution, faculty members need to make savvy choices about their research agendas. This session features experienced faculty members discussing strategies for starting and maintaining a successful career as a teacher-scholar in a laboratory field. Topics include: starting new projects after the dissertation, recruiting and mentoring students in your lab, and balancing multiple demands.

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